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Music

Helen Goodrich

All grades will be chiefly occupied with song-study connected with the subjects of attention in the departments of music, literature, history, and geography, and with the season. In the course of these studies, the time comes when there arises in the child the feeling of beauty—the outcome of a perception of related truth; and this feeling must have expression, or the mind loses a great opportunity for clarification. The intention is to supply the means for this expression in rote-songs. The necessity of broadening the child's musical experience is the second and equally important consideration.

A question must arise at this point as to how far the imitative singing of artistic, i. e., rote-songs, can be valuable as a means of spontaneous expression, at least until the child's technique is easily equal to overcoming the difficulties involved, and the song can be learned quickly. There is evident need of encouraging invention, partly on account of the danger of foisting upon the child a form of expression not fitted to his needs, and partly because no means of self-expression can be safely neglected. The encouragement, and as far as possible the conditions, needful for a development of the inventive faculty will be supplied throughout the school. No definite plans can as yet be formulated, but it may be said that there will be at first no hour set apart for composition; that the shop, the playground, the gymnasium, the field excursions, will afford opportunity for observations of rhythm, the most obvious element of music; and that the inflections of the human voice will furnish one means of approaching the idea of melody. Little songs will be introduced

informally into the shop at certain times, and there will be an effort to secure free, if not sustained, attempts at making tunes to fit the moment, either with words or without. All definite musical ideas will be preserved, the crudest receiving its proper recognition, but these will not be dwelt upon further than to record them. They will not be allowed to obscure the growing ideal of beautiful form in the children's minds, nor take the place of the artistic songs in class-singing.

The copying of these tunes from the board will constitute one of the early means of learning staff-notation, and sight-reading, the motive of preserving their own productions and those of other children forming the most natural incentive for the effort. In the upper grades, where very little original work is expected, drill in the writing of music from dictation will be given, always through melody. As far as possible, folk-songs will be used, as supplying the chief deficiency in modern songs—simplicity and directness.

Exercises and studies for securing a more definite comprehension of scale relations and intervals, and of rhythm, will be given in all grades. (See Modern Music Series for the plan of these studies.)

Diaphragmatic breathing-exercises will be given throughout the school. In connection with the singing lessons they will aim chiefly at securing control rather than volume. In the lower grades they will not be emphasized.

The introduction to part-singing will be through rounds and canons, in which all sing the melody, and none of the voices are forced out of their natural ranges.

The German and French folk-songs will be sung in the original, others in translations or with "la." Only two or three will be dwelt upon,—those having a beautiful form—the rest being used incidentally to enhance the interest at the point where they are wanted in the other work.

Special classes will be arranged for backward children, and the prospect of a glee-club among the older boys and a quartette among the girls will be held out.

The training-class will begin systematic voice-work, with some individual instruction. The work this month will include exercises for giving conscious control of the diaphragm, vocal exercises for securing a natural tone-quality, and sight-singing, interval drill, and dictation given in two classes, elementary and advanced.

Hymns and a few simple songs used in the academic school will be sung, but the work will be chiefly technical.

The discussion of standards of taste, and the critical consideration of all songs used, will be a constant factor in this class.

Songs

First and Second Grades: *Harvest Time*, Primer, Modern Music Series; *Gray Rain*, Primer, Modern Music Series; *Rain Song*, Primer, Modern Music Series; *Autumn Song*, First Book, Modern Music Series; *Thank You*, *Pretty Cow*, Primer, Modern Music Series; *Apple-Tree Song*, Reinecke, Fifty Songs for Children; *Slumber Song*, in English, Modern Music Series.

The Laughing Rill, for sight-singing and notation, Primer, Modern Music Series; *Indian Song*, selected. Game Songs: *Here we Go Round the Mulberry Bush*; *Warm Hands*, (Old English), Baby's Bouquet (illustrated by Walter Crane).

Third Grade. *Rain Song*, Primer, Modern Music Series; *Sweet October*, Second Book, Modern Music Series; *Oriole's Nest Song*, First Book, Modern Music Series; *Wind Song*, First Book, Modern Music Series, with exercises I.

and II., page 95. Sight-Reading Song: *The Weathercock*, First Book, Modern Music Series.

Fourth Grade. Folk-Songs: Greek, Chinese, German, French.

Two-Part Round, Second Book, Modern Music Series; used also for sight-singing and notation work.

Fifth Grade. *Harvest Time*, Second Book, Modern Music Series; *Sweet October*, Second Book, Modern Music Series. Characteristic Puritan Hymns; *Two-Part Round*, Second Book, Modern Music Series; used also for sight-singing and notation.

Sixth Grade. *Harvest Time*, Second Book, Modern Music Series; *Sweet October*, Second Book, Modern Music Series; *Sea Horses*, with Suggestive Studies, Second Book, Modern Music Series; *Chinese Airs and Ancient Hymns*, October COURSE OF STUDY; *Two-Part Round*, Second Book, Modern Music Series.

Seventh Grade. *Harvest Song*, Songs of Life and Nature; *Corn Song*, Third Book, Modern Music Series; *September Gale*, Songs of Life and Nature; *Happy Farmer*, Third Book, Modern Music Series; Songs on page 126, Third Book, Modern Music Series.

Eighth Grade. *Harvest Song*, Songs of Life and Nature; *Corn Song*, Songs of Life and Nature; *September Gale*, Songs of Life and Nature; *The Brook*, with Studies, Second Book, Modern Music Series; *Nile Boat Song*, October Course of Study; Songs, page 126, Third Book, Modern Music Series.

High School

Harvest Song, Songs of Life and Nature; *To-day* (Text by Thomas Carlyle), Songs of Life and Nature; *Ye Merry Minstrels* (Old English Round), Third Book, Modern Music Series; *Spirit of Summer-Time*, with Study, Third Book, Modern Music Series. Hymns: *Awake, My Soul*, Handel; *The King of Love*, Dykes.

Training School

Songs selected from those used in the Academic school. Text-books: Modern Music Series, Primer, First, Second, and Third Books, Songs of Life and Nature, Eleanor Smith.